

Andy "Andres" Cutler
Espanol I
Septima hora
El 11 de mayo

Spanish Portfolio

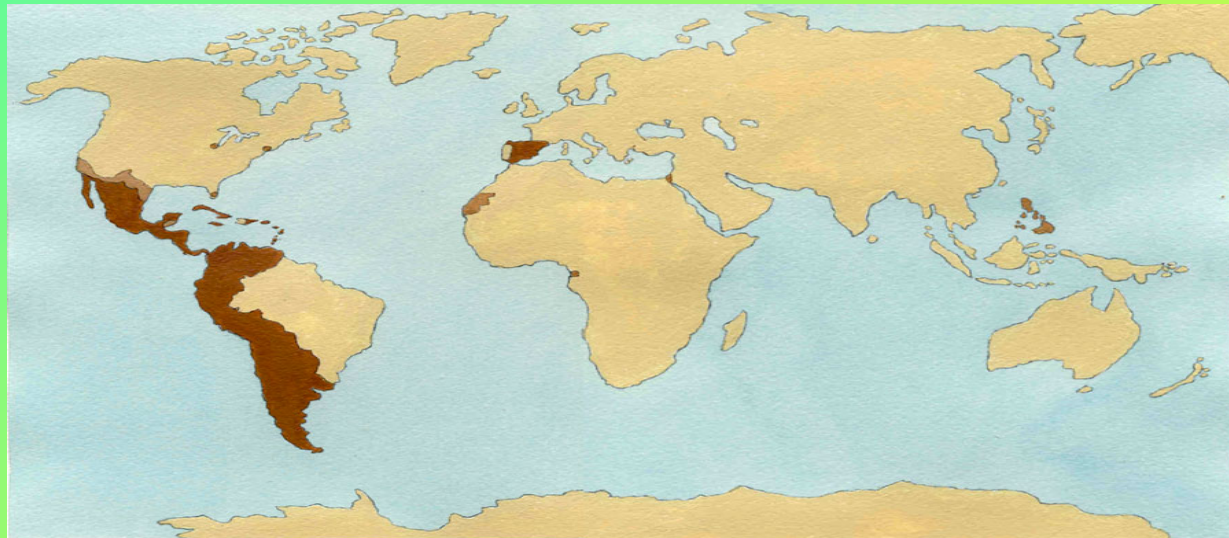


Table of Contents

• 1.....	1 st Quarter Title Page
• 2.....	1 st Quarter Goals and Strategies
• 3.....	Goals and Strategies Reflection
• 4.....	Original Writing Artifact
• 5.....	Artifact Reflection
• 6.....	Listening Artifact
• 7.....	Artifact Reflection
• 8.....	Reading Artifact
• 9.....	Artifact Reflection
• 10.....	Artifact that demonstrates growth
• 11.....	Artifact Reflection
• 12.....	2 nd title page
• 13.....	2 nd quarter Goals and Strategies
• 14.....	Goals and Strategies Reflection
• 15.....	Original Writing Artifact
• 16.....	Artifact Reflection
• 17.....	Speaking Artifact
• 18.....	Artifact Reflection
• 19.....	Reading Artifact
• 20.....	Artifact Reflection
• 21.....	Artifact that demonstrates growth
• 22.....	Artifact Reflection
• 23.....	Cultural Artifact
• 24.....	Artifact Reflection

Table of Contents

• 25.....	3 rd Quarter Title Page
• 26.....	3 rd Quarter Goals and Strategies
• 27.....	Goals and Strategies Reflection
• 28.....	Cultural Artifact
• 29.....	Artifact Reflection
• 30.....	Artifact that demonstrates growth
• 31.....	Artifact Reflection
• 32.....	Reading Artifact
• 33.....	Artifact Reflection
• 34.....	Original Writing Artifact
• 35.....	Artifact Reflection
• 36.....	Listening Artifact
• 37.....	Artifact Reflection
• 38.....	4 th Quarter Title Page
• 39.....	Reading Artifact
• 40.....	Artifact Reflection
• 41.....	Artifact of My Choice
• 42.....	Artifact Reflection
• 43.....	Reflection over Entire Year

Andy "Andres" Cutler
Espanol 1
Septima Hora
El 17 de octubre

Spanish Portfolio

1st Quarter



1st Quarter Goals and Strategies

- 1.) **Be able to understand all vocabulary that has been given to us throughout the quarter.**
- Pay attention to Sra. Baedke as she teaches the vocabulary
- Write down the new vocabulary as Sra. Baedke teaches it to us.
- Look over the vocabulary every day.
- 2.) **Start and continue a brief conversation in Spanish with a friend who is currently in Spanish 1 as well.**
- Speak Spanish to each other to build confidence in my Spanish speaking abilities and to feel more comfortable with the language.
- Know when to use the correct wording of a sentence or the correct pronunciation of a word (otherwise what I meant to say might be completely different than what I actually said).
- 3.) **Keep up with the class and no matter what, don't fall behind on homework throughout the quarter.**
- Do as much of the work as I can in class, and if not finished by the end of the period, start on it right when I get home.
- Write down assignments in my planner so I won't forget.

Goals and Strategies Reflection

- My first goal was easy to obtain. I took Spanish Exploratory last year so I had a good understanding of what some of the words meant, but there were several vocabulary words that were new to me. I followed all of the strategies I set for myself to reach this goal and I feel that I have achieved it.
- My second goal was a bit more challenging than the first. My friend and I would start a conversation in Spanish, but we would always get stumped right in the middle of it and not be able to continue on with our conversation. It was frustrating at first, but with more practice we became a bit better each time. It still isn't perfect, though. This goal I would say I did the poorest on and did not achieve. I should probably keep this goal for the next quarter.
- My third goal was obtained as well as the first. The first part was the most difficult part of the goal. Our homework was not to be worked on in class, so I had to do all of it at home. I feel I did a good job about starting on it right when I got home. The second part of the goal was the easiest part because Sra. Baedke was very good about having us write down our assignments for class in our planners, so I had nothing to worry about.
- I feel the majority of my goals were a *bit* too easy for me this quarter. I plan to set new, more challenging goals for the next quarter.

Original Writing Artifact

4 Journal Entries:

- 1.) Son las cuatro y media de la tarde. Es el 17 de octubre y es el otoño. Hace fresco y hace sol.
- 2.) Son las ocho y veintisiete de la noche. Es el 3 de febrero y es invierno. Hace frío y nieva.
- 3.) Es el una y cinco de la tarde. Es el 22 de julio y es verano. Hace mucho calor y hace sol.
- 4.) Son las nueve menos cuarto de la mañana. Es el primero de mayo y es primavera. Hay tormenta.

Original Writing Artifact Reflection

- I chose this artifact because it shows what I came up with for my four journal entries about the date, the time, the weather, and the seasons.
- This assignment was somewhat difficult for me because we have just recently learned the new vocabulary for this material. I am still not comfortable with all of it, but I am getting better.
- I feel I did very well on this assignment, so I wouldn't change anything.

Listening Artifact

Los Numeros

- 0.) Cero
- 1.) Uno
- 2.) Dos
- 3.) Tres
- 4.) Cuatro
- 5.) Cinco
- 6.) Seis
- 7.) Siete
- 8.) Ocho
- 9.) Nueve
- 10.) Diez
- 11.) Once
- 12.) Doce
- 13.) Trece
- 14.) Catorce
- 15.) Quince
- 16.) Dieciseis
- 17.) Diecisiete
- 18.) Dieciocho
- 19.) Diecinueve
- 20.) Veinte
- 21.) Veintiuno
- 30.) Treinta
- 31.) Treinta y uno
- 40.) Cuarenta
- 50.) Cincuenta
- 60.) Sesenta
- 70.) Setenta
- 80.) Ochenta
- 90.) Noventa
- 100.) Cien – the number by itself / Ciento – the number plus another number

Listening Artifact Reflection

- I chose this artifact because it represents what I have learned by ear. These are notes that we took as a class over numbers.
- The numbers were fairly easy for me because they all have roots in them which relates them to their similar numbers. I can honestly say that I had a very hard time pronouncing the numbers greater than fifteen, and thought I would never get it, but with more and more practice I got it down. I had to listen for the correct pronunciations of the numbers from Sra. Baedke, and pretty soon I got it.
- If I were to redo this, I probably would have taken more diligent notes on how to pronounce the numbers that I had trouble with, but overall, I thought I did pretty well on it.

Reading Artifact

Los Episodios

Hay un chico que se llama Felipe. Felipe es un chico normal. Felipe mira el calendario. Hoy es viernes. Hoy es viernes, siete de mayo. Es la primavera. Cual es la fecha? Es el siete de mayo. Es el año 2010. La fecha es el siete de mayo de 2010. Manana es el ocho de mayo. Que día es hoy? Es viernes. Manana es sabado. Es un día bueno. Hace calor. Es un día bueno porque hace calor. Hace calor en mayo. Hace calor en la primavera. Hace calor porque hace sol. Hace sol en la primavera. Que tiempo hace? Hace calor. Hace calor y hace sol. El chico es un chico nervioso. El chico que se llama Felipe es muy nervioso.

El chico que se llama Felipe se levanta y camina hacia el telefono. Felipe camina a la derecha. Felipe camina a la izquierda. Felipe camina a la derecha. Felipe camina a la izquierda. Felipe esta nervioso. Felipe llama por telefono a una chica. Llama por telefono a una chica que se llama Maria. A las tres de la tarde Felipe llama por telefono a Maria. Felipe esta nervioso. Felipe esta nervioso y no habla por telefono con la chica. Felipe no le dice nada. Felipe no le dice nada a Maria el viernes.

El viernes no es un día bueno para llamar a las chicas. La primavera no es una estación bueno para llamar a las chicas. El sabado es un día bueno para llamar a las chicas. Es un día mejor para llamar a las chicas.

Reading Artifact Reflection

- I chose this artifact because I enjoy reading it and it shows what we are reading in Spanish class and how it is helping us understand correct spelling and grammar. This is what we have recently been working on in class. It is a series of short stories titled, “Los Episodios” (which means The Episodes) that gives us an opportunity to acquire new vocabulary and helps us identify new words as we come across them. We read these stories as a class or in small groups.
- I feel I have been doing very well on this activity because I know most of the vocabulary, but there are still some words that I still don’t know yet. If we come across a word we don’t recognize, we raise our hand and ask, “Que significa...?” This means, “What does...mean?” Sra. Baedke then tells us what the word means and we write that word in our Vocabulario section in our binder. After each episodio, there is an activity for us to do that relates to the story. We usually do this as a class.
- There is no need to redo this artifact because we go over them in class.

Artifact that Demonstrates Growth

Prueba de los Numeros

Listening

Writing

- 1.) 12
- 2.) 29
- 3.) 4
- 4.) 33
- 5.) 8
- 6.) 15
- 7.) 16
- 8.) 0
- 9.) 13
- 10.) 11

- 11.) Cinco
- 12.) Veinte
- 13.) Diez
- 14.) Catorce
- 15.) Diecisiete

+15/15

Artifact that Demonstrates Growth Reflection

- I chose this artifact because I feel it really resembles how comfortable I became with numbers. This is a prueba (which means quiz) over los numeros (which means numbers).
- At first, I had a lot of trouble pronouncing, let alone spelling the numbers greater than fifteen. I thought I wasn't going to do very well on this quiz, but after I practiced the numbers more and more, I became very comfortable with them. As you can see, I did very well on this assessment and I feel a lot more at ease with the material than I did at the beginning.
- There is no need to redo this assessment because I received 15/15 on it.

Andy "Andres" Cutler

Espanol I

Septima Hora

El 19 de diciembre

Spanish Portfolio

2nd Quarter



2nd Quarter Goals and Strategies

- **1.) Be able to understand all vocabulary that has been given to us throughout the quarter.**
- Pay attention to Sra. Baedke as she teaches the vocabulary
- Write down the new vocabulary as Sra. Baedke teaches it to us.
- Look over the vocabulary every day.
- **2.) Start and continue a brief conversation in Spanish with a friend who is currently in Spanish 1 as well.**
- Speak Spanish to each other to build confidence in my Spanish speaking abilities and to feel more comfortable with the language.
- Know when to use the correct wording of a sentence or the correct pronunciation of a word (otherwise what I meant to say might be completely different than what I actually said).
- **3.) Keep up with the class and no matter what, don't fall behind on homework throughout the quarter.**
- Do as much of the work as I can in class, and if not finished by the end of the period, start on it right when I get home.
- Write down assignments in my planner so I won't forget.

Goals and Strategies Reflection

- My goals and strategies were the exact same from my 1st quarter goals and strategies because I thought they were very good goals to have. I thought I would be able to use them throughout the entire year, except for the second goal, which was being able to start a conversation with another Spanish 1 student and to keep it going, which I hope to do by the end of the year or sooner.
- As I said earlier, I intend to keep my 1st quarter goals and strategies throughout the year, unless I start to have trouble in a certain area of class. I will then adjust my goals and strategies accordingly.

Original Writing Artifact

- Timed Writing #2

- Felipe es un chico. Le gusta Maria. Felipe saca su guitarra a la casa de Maria. Felipe es cantarle a Maria. Felipe camina a la casa de Maria. Felipe no toca a la puerta de Maria. Felipe tocas su guitarra. Felipe tocas su guitarra y Maria escucha. Maria mira por la ventana. El gato de Maria mira por la ventana tambien. Felipe mira a Maria y corre. Felipe se cae.

Original Writing Artifact Reflection

- This is a Timed Writing I we did during class. Sra. Baedke has us write for certain amount of minutes and in that time, we must write a story in Spanish using as much of our vocabulary as we can.
- I used this as an original writing artifact because it demonstrates my capability of using the Spanish language in my own way. It also demonstrates my understanding of the Spanish writing structure (which I would say I am not very good at!).
- If I were to do this again, I would certainly not make as many structural mistakes as I did for this Timed Writing, and I would be able to use much more vocabulary than I did.

Speaking Artifact

- Mis Entrevistas
- 1.) Alberto-Simpatico/No perezoso- Practicar deportes/No ni leer ni cantar
- 2.) Francisco-Deportista y inteligente/No artistico- Practicar deportes y nadar/No leer
- 3.) Lupe-Artistica y simpatica/No ni desordenada ni perezoso- Cantar y practicar deportes/No ni montar en monopatín ni llorar
- 4.) Amelia-Deportista y artistica/No reservada- Nadar y correr/No leer
- 5.) Lidia-Deportista y sociable/No ni desordena ni perezoso- Bailar y cantar/No ni llorar ni jugar video juegos
- 6.) Enrique Pablo-Estudioso y comico- Correr y comer/No hablar

Speaking Artifact Reflection

- This artifact is an interview sheet about what people like and don't like to do and how they describe and don't describe themselves. Sra. Baedke had us write down what our likes and dislikes were and how we would and wouldn't describe ourselves. Then, she had half of the class go around the room and have the "interviewer" ask us questions about ourselves. The interviewer would write down the responses, then, when everybody was finished, the half of the class that were the "interviewers" became the ones who were asked the questions.
- I used this as a speaking artifact because we had to communicate with other students. We had to ask them questions and give responses, all in Spanish. I thought I did a pretty good job asking the questions in Spanish and understanding all of the responses.
- I wouldn't change anything if I had the opportunity to redo this.

Reading Artifact

- Episodios Reading Comprehension 1

- 1.) C E
- 2.) C E
- 3.) C F
- 4.) C F
- 5.) C E
- 6.) C F
- 7.) C F
- 8.) C E
- 9.) C F
- 10.) C E
- 11.) C E
- 12.) C E

FANTASTICO!

12/12

Reading Artifact Reflection

- This is a quiz we took over our comprehension of Los Episodios. I thought this was a good choice for a reading artifact because it shows that I understand what I read and that I can show my comprehension through tests and quizzes.
- I don't feel that I need to redo this quiz because I did very well on it.

Artifact that Demonstrates Growth

- Cuento de la Clase #1
 - Hay un chica que se llama Maria. Hoy es lunes, el dos de enero. Hace sol. Hace mucho calor. Maria tienes muchos problemas. Maria es muy alta. Maria tiene pelo morado. Maria es desordenada. El pelo es comico. Maria no es inteligente. El amigo do Maria es muy guapo. El amigo de Maria se llama Christian. Maria no es trabajadora.
 - Maria corre a Ruzia. Maria come el gato. El gato es muy bueno. El gato es el gato de Maria. Maria es muy loca! Maria es gorda.

Artifact that Demonstrates Growth Reflection

- This is a story that the entire class contributed to writing. We took turns coming up with sentences. We piggybacked off of the last sentence that was written and so on. Sra. Baedke had us underline the sentence we came up with so we would know that it was ours, as you can see from the artifact. I thought this was a very fun activity Sra. Baedke had us do, and I hope we get to do it again.
- This artifact demonstrates growth through the use of context in stories. Not only that, but we came up with the sentences on our own, which shows my ability to come up with contextually correct sentences.
- If I were to redo this, I don't think I would change anything, because I like the sentence that I came up with!

Cultural Artifact

- Mad Hot Ballroom Reflection

- 1.) What did you notice about the various types of Latin dance (Merengue, Rumba, Tango)?
 - Merengue: Lively music; a lot of dancing from the waist
 - Tango: Lots of dancing with the feet
 - Rumba: Slower Music; less movement
- 2.) Which dance was your favorite and why?
 - The Merengue, because it was more fun to watch, and the music was fast and exciting.
- 3.) Which school do you think did the best job?
 - I thought the indigo did the best.
- 4.) Did you think the winner deserved to win? Why or why not?
 - I thought the indigo team deserved to win because they had the better competitors, and they looked like they were having fun.
- 5.) Why do you suppose dance is such a big part of the Spanish-speaking culture?
 - They're very expressive when they dance.

Cultural Artifact Reflection

- This is a reflection that we did on a movie we watched in class. The movie was called Mad Hot Ballroom, and it is about a man that goes to several public schools in New York City and teaches them how to dance. They then find out they are going to compete against each other for the top prize. I really liked this movie, and I learned a lot about the various types of Latin dances and I found these dances very interesting.
- I chose this artifact because I feel it resembles the Spanish culture very well. Dance is a very large part of the Spanish speaking culture because it has been passed down from generations to generations. It is also because they have so much fun when they dance, whether it be a slow dance, or a very lively one, you can tell that they are enjoying it.
- If I were to redo this reflection, I wouldn't change anything, because I thought I did a very thorough job of filling it out.

Andres "Andy" Cutler
Septima hora
Espanol I
El 9 de marzo

Spanish Portfolio

3rd Quarter



3rd Quarter Goals and Strategies

- **1.) Be able to understand all vocabulary that has been given to us as a class throughout the year.**
- Pay attention to Sra. Baedke as she teaches it to us.
- Write down all new vocabulary as Sra. Baedke teaches it to us.
- Look over the vocabulary everyday.
- **2.) Start and continue a brief conversation in Spanish with another student who is currently in Spanish 1, as well.**
- Speak Spanish to each other to build confidence in my Spanish speaking ability and to feel more comfortable with the language.
- Know when to use the correct wording of a sentence and the correct punctuation of a word (otherwise, you might have said something completely different than what you meant to say).
- **3.) Keep up with the class and no matter what, don't fall behind on my homework!**
- Do as much of the work as I can in class, and if I don't finish it by the end of the period, take it home and finish it.
- Write the assignments down in my planner, so I don't forget.

Goals and Strategies Reflection

- I kept my goals and strategies from last quarter because I believe that they are worth keeping, and no matter how far I advance in the class, I would always be able to follow these guidelines.
- I have been getting better at reaching my goals each quarter. Usually, when I set goals for myself, I don't stick with them, but for my Spanish goals, I have actually been doing a fairly good job at reaching them.

Cultural Artifact

- 3rd Quarter Language and Cultural Connections Log

- 1/29 I watched a Hispanic sports show on T.V..
The show was very fast paced. Everyone was talking so fast, I could hardly understand them. I did get a few of the words they were saying, but most of it was very jumbled to me. I also noticed that the only sport they were covering was soccer. I wonder why they don't have more sports.

Cultural Artifact Reflection

- This is my Language and Cultural Connections Log. Every Monday, we are expected to come to class with a connection that we had to the Spanish Culture during the previous week.
- I chose this artifact because it shows how we connect to the Spanish culture, and when we have to do it every week, we come across several opportunities to encounter it.

Artifact that Demonstrates Growth

- Prueba de Vocab

- 1. ella
 - 2. nosotros -1 +11/12
 - X3. Ud.
 - 4. ellos
 - 5. Uds.
 - 6. ellas
-
- 1. Tu
 - 2. Uds.
 - 3. Ud.
 - 4. Uds.
 - 5. Uds.
 - 6. Tu

Artifact that Demonstrates Growth Reflection

- I chose this artifact because it really demonstrates my growth in subject pronouns. When we were first learning them, I thought I would never get it, but after awhile, I started understand it more and more clearly.
- Although I really would have liked to get a perfect score on this quiz, I'm still very proud of myself, because this was a very difficult section for me.

Reading Artifact

Pepe el desordenado

Hay un chico que se llama Pepe. El lunes, Pepe duerme hasta las nueve porque todos los domingos estudia ingles durante todo el dia. Le gusta mucho estudiar. Es muy estudioso. Le gusta ir a la escuela, pero no le gusta el horario. Es un horario dificil y Pepe es un poco perezoso por la manana. Tambien es muy desordenado. Para Pepe no es facil ser ordenado.

...

Reading Artifact Reflection

- I chose this artifact because it shows what we have been reading as a class. This was one of my favorite readings that we've done because I can actually relate to it. I lose my stuff all of the time and I had to chuckle when I read it.

Original Writing Artifact

- Teacher Thank You

– Querido Sr. Huth,

Ud. es mi profesor favorito. Ud. es mi profesor favorito porque su clase es mgy divertida e interesante. Ud. es muy gracioso y un cante bueno. Gracias por ser mi profesor favorito.

Sinceramente,

Andy “Andres” Cutler

Original Writing Artifact Reflection

- I chose this artifact because it shows what I can do with the Spanish I know and put it to paper. I liked this assignment because it was a chance for me to thank Mr. Huth for being a great teacher and for teaching me so many things.

Listening Artifact

Pig Pointing Game

Aburrida Segunda Ciencias naturales

Espanol El horario Salud

Ingles Facil Educacion fisica

Cuarta Historia Almuerzo

Listening Artifact Reflection

- I chose this artifact because it shows how good I am at listening to the vocabulary and being able to process it fast enough to beat my partner at a friendly game of Pig Pointing! But, in all seriousness, this was my favorite game we have played so far, and it really helped me with my memorization of the new vocabulary at the time.

Andy "Andres" Cutler
Septima Hora
Espanol I
El 11 de mayo

Spanish Portfolio

4th Quarter



Reading Artifact

- Prueba de Pobre Ana – Capítulos 4 y 5

- A. Write the letter in the blank

- 1. e.)
- 2. b.)
- 3. d.)
- 4. c.)
- 5. a.)

- B. Circle C or F

+15/15

- 6. C **F**
- 7. C **F**
- 8. **C** F
- 9. **C** F
- 10. C **F**
- 11. C **F**
- 12. **C** F
- 13. **C** F
- 14. C **F**
- 15. **C** F

Reading Artifact Reflection

- This is my reading artifact for the 4th quarter. It is a story details quiz over chapters 4 and 5 of the book we have been reading, entitled Pobre Ana. I chose this artifact because it shows my knowledge of the material in class and it fits perfectly into this category of artifacts.
- This artifact demonstrates that I am can pick up on the material fairly quick and that I can show that I know it through a written exam.
- If I had to redo this, I would hope to put the exact same answers as before.

Artifact of My Choice

- **-er Verb**
- Word: Lafoloter- to watch your favorite comedy series
- Yo- Lafoloto Nosotros- Lafolotemos
- Tu- Lafolotes Vosotros- Lafoloteis
- Ud.- Lafolote Uds.- Lafoloten
- El- Lafolote Ellos- Lafoloten
- Ella- Lafolote Ellas- Lafoloten

Artifact of My Choice Reflection

- This is the artifact that I chose to use for my misc. artifact. It is an assignment where we were to come up with an imaginative word and use the basic –er verb structures to conjugate the word. I enjoyed this assignment. I thought it was very fun to see what silly word I could come up with.
- If I were to redo this assignment, I wouldn't do anything differently because I thought I did a decent job with it.

Reflection over the Entire Year

To start off my reflection, I'll reflect on my goals that I had set for myself at the beginning of the year. The first goal had to do with being able to understand all of the vocabulary that was given to us throughout the year. I feel like I have done a decent job with this goal. Yes, there have been some times that I miss a word or two on a vocab quiz, but other than that, I have pretty much reached my first goal of the year. My second goal that I had set for myself was to start and continue a brief conversation in Spanish with another Spanish I student. I have, in fact, met this goal. I achieved it last quarter and we were both very proud of ourselves and of each other. It was very brief however, so maybe my new goal should be to make the conversation a *bit* longer, and my third and final goal was to keep up with the class, and to not fall behind on my homework. I feel I have, for the most part, accomplished this goal. I did turn in some late assignments, though, so I'm not sure I have truly reached this goal. In conclusion to my goals, I would say I did o.k., but I know I could have done better.

My learning strategies, however, were very affective. All I did was pay attention in class, take diligent notes, and study them. I learned that the more times I hear a word, the more it gets implanted in my mind. Although, when we read as a class, I can read it in my head perfectly, but then when it is my turn to read, it doesn't come out as fluently. I'm guessing this happens to several people, but I just happen to learn in Spanish I that it happens to me.

Some of the most meaningful experiences I had in Spanish I was learning about the Spanish culture. I enjoyed watching Mad-Hot Ballroom and learning about all of the dances. I had no idea that the dances were such a big part of their culture, but the most meaningful experience was learning about The Day of the Dead. I just found their rituals and celebrations so fascinating. I also liked the *pan* that Sra. Baedke brought in for the class. It was very satisfying.

My plans for language throughout my time in high school are to make it through all five courses of Spanish. After high school, I plan to leave it at that. Although I do enjoy learning the language and the culture, I am taking Spanish for use in perhaps another job, if it is needed of course, but I don't plan to lead a life that focuses mainly on Spanish.